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ABSTRACT

This study investigated the relationships between language anxiety and achievement in oral English performance by Japanese students of English as a foreign language (EFL). Students' anxiety about situations requiring oral ability was measured using the Foreign Language Classroom Anxiety Scale, and compared statistically with a measure of their actual ability. Subjects were 67 students at a Japanese high school. Results indicate no correlation between anxiety and oral English performance. Several explanations for this variation from findings in North America are considered. The instruments used in the study are appended. (Contains 73 references) (MSE)

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ED 432 143

THE INFLUENCE OF ANXIETY UPON ACHIEVEMENT IN EFL BY JAPANESE STUDENTS

by

Dave Pite

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INTRODUCTION

Western researchers are attaching considerable importance to anxiety in foreign language study, particularly on speaking in the target language (Gardner, Lalonde & Moorcroft 1985; Horwitz 1986; Horwitz, Horwitz & Cope 1986; Cohen & Norst 1989; MacIntyre & Gardner 1991, 1993, 1994; Young 1991, 1992; Gardner, Day & MacIntyre 1992). Little work has been done in Japan where one would assume the relationships would be stronger- from casual observation and anecdotal reporting (Okada 1994).

It has been shown (Ishii 1980) that foreign language student anxiety levels are higher in Japan than America. However, the study does not address the correlation of anxiety with performance in Japan. We have carried out this research with Japanese students using a questionnaire developed by Katanoda (1994), which is an adaptation of foreign language class anxiety questionnaires and scales by Horwitz (1986, 88) and Young (1990). This was used in conjunction with an oral test developed by Elizabeth Smith (1995).

Katanoda (1994) also makes comparisons between achievement and anxiety among students in Japan but her measure of achievement contains only a small oral component. She assesses her subjects' English ability on the basis of their scores from the Standard Test of English Proficiency (STEP) which is predominantly a written examination. On the basis of her research Katanoda says that students' anxiety does not seem to be related to their English ability.

MacIntyre and Gardner (1991b), reviewing the literature on anxiety in language learning, mention that intelligence and aptitude were the only factors considered in successful language learning up until 1973 when Brown suggested that anxiety was of major importance in this endeavour (as cited in MacIntyre & Gardner, 1991b). They outline three perspectives from which anxiety has been investigated: as a general personality trait, as an emotional state, and within a given situation, concentrating on the last as probably the most likely to give a useful result. What they feel to be the first such study, the French Class Anxiety Scale by Gardner and Smythe in 1975 (in MacIntyre & Gardner 1991b), developed into the English Use Anxiety Scale of Clement, Gardner & Smythe in 1977 and finally the English Test Anxiety Scale of Clement *et al.* in 1980 (as cited in MacIntyre and Gardner 1991b).

A group of fairly elaborate causal models support the hypothesis of MacIntyre and Gardner that a gauge of anxiety is one of the best predictors of success or failure in the second language. Lalonde & Gardner (1984) postulate that it is motivation that leads to the anxiety that influences self-perception of proficiency, which can finally influence performance, presumably negatively. Trylong (1987) finds support for the notion that achievement is undermined by anxiety but supported by positive attitudes. Clement *et al.* (1977) approach the model from the opposite direction, using a concept of self-confidence among Francophone speakers resulting from positive contact with English speakers, which comes from first being attracted to communication with English people.

Cohen and Norst (1989) also point out that an introvert tends to favour a systematic syntactic study and would therefore probably be more likely to excel in actual knowledge of the language while falling behind more outgoing counterparts in practical usage of the language, i.e. oral communication.

This point appears to be particularly relevant with regard to Japanese schools where learning is passive and students are not expected to express their views in class. For reasons of social and educational history, the Japanese tend to see an extroverted type of personality as undesirable. In addition, students' anxiety is increased by their teachers' high expectations of grammatical perfection in speaking activities. (Katanoda 1994)

Correctness is valued in all behaviour; the greatest amount of study time allotted to any one subject in the ten years of compulsory education is to the Japanese language, and of that the majority of hours are concentrated upon rote memorization of beautiful, complicated Chinese characters. According to the Dept. of Education guidelines for 1997, elementary students are required to study 306 hours per year of Japanese language in the first grade, decreased annually to 140 hours in the final year of junior high school.

This is how the language is learned; it is difficult to communicate at any sophisticated level of even oral conversation without a fluent comprehension of kanji, a Japanese writing system borrowed and adapted from Chinese. Witness the frequency, during spoken intercourse, of kanji sketched by the speaker on the open palm of one hand with the forefinger of the other, to clarify the distinction in meaning between two kanji

characters that are pronounced identically. Glib conversationalists do not have the same advantage as in English; it is not so easy to sway an argument by shouting and talking fast. In the Japanese culture, mastery of the language medium, both spoken and written, commands the most respect and attention.

MacIntyre and Gardner (1989) suggest a model to describe the development of foreign-language anxiety, namely "that foreign language anxiety causes poor performance in the foreign language which produces elevations in State Anxiety." (Here State Anxiety refers to the level of anxiety at the actual time of the test.) This follows from their findings that, firstly, a general kind of anxiety does not so much cause poor performance in foreign language speaking as result from poor performance in such communicative tasks. This seems intuitively correct, in much the same way as poor performance in any sort of social interaction is bound to engender feelings of general discomfort or anxiety. The other, more important, part of the model to be considered is that there is a distinctly separate kind of anxiety, labelled Communicative Anxiety, which is experienced specifically by some individuals in the beginning stages of foreign language acquisition, as in the case of EFL study in Japan.

This model and the study it derives from support the theories of communicative apprehension and fear of social evaluation proposed by Horwitz *et al.* (1986) These researchers observe that anxiety centres on listening and speaking in the foreign language in unrehearsed situations. They point to examples of anxious students who claim "to hear only a loud buzz" when the teacher speaks to them in the foreign language or tend to "freeze" when called upon to speak. Horwitz *et al.* also mention studies (Kleinman 1977) which indicate that anxiety affects the way in which students choose to communicate in language class. This is connected to what students believe about language learning, such as that utterances in the target language as well as specific unknown words should not be guessed at but must be correct. Overstudying is a related phenomenon as is avoidance of study and skipping classes. The knowledge that they are not presenting themselves verbally in as sophisticated a manner as their maturity and experience warrants causes a threat to self-esteem in many adult students of a foreign language. Because of their lack of familiarity with linguistic and hence socio-cultural norms of behavior, they are continually walking a tightrope over unknown or at least uncertain situations (Horwitz 1986). These factors contribute to what Krashen (as cited in Richards & Rodgers, 1986) describes as an "affective filter"

which makes the learner unreceptive to language input and thus blocks acquisition:

> The Affective Filter Hypothesis states that acquirers with low affective filters ask and receive more input, interact with confidence, and are more receptive to the input they receive. Anxious acquirers have a high affective filter which prevents acquisition from taking place. It is believed that the affective filter (e.g. fear of embarrassment) rises in early adolescence, and that may account for children's apparent superiority to older acquirers of a second language. (In Richards & Rodgers, 1986)

The Foreign Language Classroom Anxiety Scale (Horwitz *et al.*, 1986) treats foreign language anxiety as a phenomenon quite distinct from other kinds of anxiety. The authors theorize three interrelated processes. The first is that there is a form of communication apprehension peculiar to interaction in a second language. The most important aspect of this is the realization that the learner can never fully understand everything that is being said. Related to this is the second aspect, that of worry about frequent testing in the language classroom, particularly oral testing. The third, more broadly based aspect is fear of negative evaluation-- both in the academic and social situation, i.e. how well they are achieving. This is only equal, if not lesser, in importance to their standing with their peers in the classroom.

The question of causality is raised by Young, related to the studies of MacIntyre & Gardner (1988b, in MacIntyre and Gardner 1991) and Young (1986). Which comes first-- poor performance or anxiety? Does anxiety interfere with ability and result in poor performance or is it simply a matter of anxiety resulting from poor performance, which is not unusual?

In her (1991) extensive analysis of research done on the language anxiety issue, including an appendix of quantitative research since 1985, Young finds that the problem with establishing a relationship between anxiety and performance in the second-language classroom is that there are a number of variables acting upon the relationship. These include the language setting, or environment in which the language is presented, the definition of anxiety utilized for the particular research and how it was measured, the age of the subjects, their level of language ability, and the research design. She goes on to point out that comparisons among studies often show inconsistencies. In some cases the definition of anxiety and

the measurement of it are quite different; sometimes the interpretation of anxiety is not well-defined for purposes of the research.

Her close review of the literature identifies six potential sources of language anxiety. They are: 1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language learning; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing. In the first category, low self-esteem and competitiveness are felt to be the most significant, a notion supported by comments by Krashen, Price and Hembree (as cited in Young, 1991). The last researcher reinforces the conclusion of MacIntyre and Gardner, stating it conversely: "The higher the student's ability level, the lower the anxiety" (Hembree, 1988).

This study, then, has investigated relationships between language anxiety and achievement in oral English performance by Japanese students. Students' anxiety about situations requiring oral ability was measured and compared via statistical analysis with their actual ability. We used the Foreign Language Class Anxiety Scale (FLCAS) (1986), a culmination of North American research showing that anxiety hinders speaking performance in foreign languages. One would assume the relationships would be stronger in Japan where foreign language student anxiety levels are found to be higher than in North America. However, definite correlations were not found between anxiety and oral English proficiency among the subjects tested, in contrast to their North American counterparts.

TESTING

Rationale for a Type of Test

For this particular project, Japanese students studying English in high school were used as subjects. A test was needed to show the individual subject's level of ability in spoken English, in relation to the other subjects. The results of this test are used in conjunction with results from an anxiety scale developed by Katanoda (1994). The purpose of the ability test is, on the basis of a common criterion of ability applied equally to all subjects of the study, to classify the subjects into relative ability levels so that their relative levels of anxiety when participating in the study (reflecting levels of anxiety experienced during any similar verbal transaction in English) may be usefully compared to support or disprove the hypothesis that anxiety affects foreign language speaking ability.

Therefore, unlike the sort of tests that are commonly required in the language classroom that test the extent to which the student has learned what has been taught over a specific period of time, such as a school term (Robison 1992), this test will only need to test a student's ability level in relation to that of other students in the same learning environment (just as the anxiety questionnaire tests relative levels of anxiety). This "performance-based approach to testing" (St. John, 1992) will evaluate how well subjects can construct meaningful answers to basic questions requiring no specialized knowledge or vocabulary, questions such as: "Where do you live?" or "How long have you studied English?"

Another function of the ability test is to provide the subjects with an immediate experience of speaking with an English speaker in English, so that this experience may be considered when completing the anxiety questionnaire which either precedes or follows the ability test during the same testing period.

The questions are straightforward applications of simple English grammar and vocabulary that represent the kinds of questions commonly asked in a social context. The test should fulfil both criteria for usefulness in this project mentioned above.

Some methods which test for the kinds of knowledge mentioned above, i.e. the extent to which all aspects of a course have been internalized by the learner, require lengthy procedures consisting of several distinct steps and must be administered by staff trained specifically for that test (Clark, Swinton 1980). At the other end of the extreme are tests designed to be administered several times throughout an academic term, usually during class time, by the classroom teachers themselves (Robison, 1992; St. John, 1992). These tests must necessarily be shorter and more easily administered.

The requirements for this project fall between the two extremes. Not needing to test exhaustively the students' retention of coursework previously covered nor their ability levels on a global scale, this test seeks only to establish comparisons in ability between participating members of the study. It needs only to use basic functional grammar and vocabulary in a limited set of general questions which commonly occur in social conversation.

It is recommended that subjects be made to feel as comfortable and relaxed as possible during the testing, for optimal accuracy in assessing ability. (Clark & Swinton, 1980; Robison, 1992; St. John, 1992) Although some studies have attempted to induce anxiety in some of their subjects, or in all of their subjects part of the time, for purposes of comparison (Gardner et al., 1992; MacIntyre et al., 1991), there is no need to do that in this case. In fact, accurate results rely heavily on measuring a subject's anxiety level under "normal" conditions, that is, all else being equal, *what is the level of anxiety caused by speaking English?*

Limitations or Potential Problems and Considered Solutions

A variable in evaluation is the population of subjects themselves, when they are asked via the questionnaire to indicate their anxiety levels. Obviously this is a very subjective task and may be affected by various personality factors. However, a sufficiently large number of participants should furnish results yielding an average from which useful comparisons may be drawn.

A two or three minute "warm-up" period is usually included at the beginning of oral testing (Clark & Swinton, 1980; St. John, 1992), to set the subjects at ease and familiarize them with the testing environment. As mentioned in the Introduction, Japanese students appear to have a

higher level of anxiety in the classroom than their Western counterparts, according to anecdotal reports and research. It is therefore very appropriate to include this short introductory session.

Report on a Testing Method

Elizabeth Smith made a good case for testing ability in spoken English by high-school students in a presentation at the JALT Southwest Regional Conference on May 14, 1995 in Kokura, Japan. She has designed an excellent test for this purpose.

Ms. Smith gave an interesting and readily understandable description of this testing program she has been involved with implementing and administering. Japan's Ministry of Education has recently introduced a new Oral Communications program (OC) at senior high schools, which is a one-year two-credit course that meets twice a week for a total of 70 hours per year. It has three parts; OCA is primarily speaking orientated, OCB is a listening-centred course and OCC concentrates on debate.

A member of the Japan Exchange Teaching (JET) program for three years and directly involved in the course of studies introduced by the Education Ministry in April 1994, Ms. Smith shares the concern of many in her profession that, while speaking English is receiving a greater emphasis in terms of classroom time devoted to it (60%), there is very little actual evaluation done. What message does this give the students? She wants to convince people that it is possible to evaluate spoken English and that it should be done as:

(1) It is the most appropriate way to test course effectiveness;
(2) It is the most appropriate way to evaluate teaching methods;
(3) It gives motivation to students;
(4) It is (hopefully) a good experience for students.

The examples following are from the four parts of the test administered to OCA classes. Two students are tested together with one teacher both to relieve time constraints and to ease student tension.

1. Interview Test - Conversation style - teacher, two students

There are 12 very basic questions asked, with the answers evaluated out of 20 points using the "Interview Evaluation Sheet", allotting 5 points each to "Comprehension of questions"('Gulp!'= 1 point, 'Pardon?' = 2 points, some reasonable answer = 3 points), "English - quality (sentence

length, structure, vocabulary and pronunciation)", "English - quantity (amount spoken or communicated)" and "Interaction/Social competence." (particularly notes length of eye contact and amount of social English used properly).

2. Interview Test - Task-based

Following a short warm-up period, the students are given sample diaries and have to interact with the teacher (as "friend") to make some plans. They are evaluated out of 30, with 5 points for eye contact and social English, 5 points for Listening Comprehension and 20 points for Suggesting.

3. Skit

There are four performance criteria; (a) English content; (b) Performance- loudness, direction, acting or reading? (c) Pronunciation; and (d) Length. These are allotted 5 points each. Themes for the skits are decided by the teachers and given to groups of students at the beginning of the testing session. The students then have a short preparation time to decide roles, speaking parts and actions.

4. Speech

Five points each are awarded for; (a) English content- quality of grammar and vocabulary, interesting content? (b) Delivery- loudness, direction, body language (c) Pronunciation/Intonation (d) Length of time- from 1 point for 15 seconds to 5 points for 60 seconds or more. These speeches are prepared by the students in advance.

Summary

Tests of oral proficiency in English are not numerous in Japan, as this aspect of learning the language has been very under-rated until recently, as mentioned in Chapter One. However, a suitable test was designed in 1994 by Elizabeth Smith which fulfils all criteria required for this project. Students of Akifuchu Senior High School in Hiroshima, where this oral examination is regularly administered, participated as subjects by completing the questionnaire immediately before or after undergoing the oral examination. The test consists of conversation style and task-based interviews, the preparation and performance of a skit, and preparation and presentation of a speech.

DATA ANALYSIS

Methodology

Questionnaires (see Appendix A & B) were administered to 80 students at Akifuchu Senior High School on June 27, 1995, which was the same day they underwent their oral examinations (see Appendix C). 13 students did not enter their names so the questionnaires could not be used. Oral test scores were calculated by establishing a percentage score out of ninety and then dividing by five to arrive at a score out of 20. These were written onto the 67 completed questionnaires and student names were removed from the questionnaires which were then mailed to me. These test scores and the questionnaire results were compared to see what kind of correlation exists between anxiety and ability.

Questions that appeared to be in a reverse order, in that the wording of the question required the answer to have an opposite positive/negative weighting as the majority of the questions, were changed so that their responses showed unidirectional data. For example, a response indicating strong agreement to question 2, "Do you like speaking English?" would indicate low anxiety, in contrast to strong agreement with question 3, "Do you feel anxiety or tension in speaking English with non-Japanese people?" which would indicate high anxiety. Therefore questions like number 2 were changed so that strong agreement would indicate high anxiety.

All the data were recoded to change the direction of response (5-->1, 1-->5) so the higher number would mean stronger agreement, to make it easier to comprehend)

The data were entered into SPSS for Windows software (see Appendix D). "OralEFL" is the heading for the oral examination scores (out of 20). Questions are headed by "Q" followed by the question number.

Each question was compared with achievement scores for the participants from their oral tests, using a Pearson r (see Appendix E). Pearson R is a statistic that represents the relationship between variables . Probability was established at less than or equal to .05. No significance was found when the results from all questions were grouped and compared together with the achievement results.

To see if one question, that seemed to address my hypothesis the most directly, might yield results more in line with my expectations, the mean response to question #24, "Do you feel anxiety in speaking English?" was compared with the mean oral achievement score. No significance was found.

Data was compared from questions one by one with each student's oral test score. No significance was found except for questions #2 and #6.

Question #2, "Do you like speaking English?", has a significance level p of .017, low enough to reject the null hypothesis. The Pearson correlation coefficient r is -.2922. Because it is negative, this finding implies that liking speaking English is inversely related to proficiency in speaking English. This is the only question, out of many similar ones, that appears to yield any correlation. For this reason, coupled with the fact that it is very counter-intuitive, this finding does not appear to be worth considering.

In Question #6, "Do you have a feeling as if your identity were lost is speaking English?" $p = .041$ and $r = -.2507$, implying that the greater the feeling of identity loss when speaking English the higher the proficiency level. This finding is very interesting, as it implies (were the question to be worded positively) that identification with the target culture contributes strongly to proficiency in the language. I will discuss this further in the Summary and Conclusions.

Neither question #2 nor #6 relates specifically to the relationship between proficiency in oral English and anxiety per se. None of the other answers to the questionnaire have a sufficient level of significance to prove or disprove the hypothesis that anxiety negatively affects proficiency in oral English. Therefore this particular research indicates there is no correlation between language anxiety and achievement in oral English performance in Japan.

Summary and Conclusions

The questionnaire method of gathering data relies upon respondents' own interpretation of questions and subjective responses. Therefore one cannot be certain of receiving completely objective responses. Students, because of different personality types, may evaluate themselves very

differently. For example, a strong-willed and confident individual may not be self-evaluated as extroverted as a nervous and very sociable person might be, depending on their personal self-perception.

However, information of a personal nature must be gleaned from those participating in the study based on their own self-evaluation (which will be influenced by subjectivity) for this type of sociological data-gathering. Interviews are another means to this end, and allow the researcher to be more involved in direct analysis of the personality of the subject, but this method causes another variable to be introduced into the situation- the expectations of the researcher. On the other hand, researchers can maintain a certain level of objectivity and whatever unconscious expectations or prejudices they have may be applied equally to all subjects interviewed. Future research should include an interview component specifically focussed upon the interviewer's impression of the subjects' level of anxiety with regard to speaking English.

It might be argued that all of the questions on the questionnaire should be focussed more directly upon the phenomenon of anxiety (as it affects the individual) without any of the non-personal, abstract type of questions. However, the responses may be considered selectively. That is, only the questions addressing personal experiences of anxiety (for example, question 24, "Do you feel anxiety in speaking English?") need be considered by the researcher as pertinent and relevant to the issue of achievement affected by anxiety, but the other questions, by providing a variety of question format, may "distract" the subjects and cause them to answer all the questions more spontaneously.

A simple yes/no response to the questions on the questionnaire would have been much easier to correlate and possibly have shown more definite results but it does not seem realistic to answer in such an absolute way questions about such a complex feeling as anxiety. However, the questions on the questionnaire might be rephrased as statements and presented positively instead of negatively so as to render them more accessible to respondents.

Questionnaires always receive a wide range of responses, depending upon many factors extraneous to the object of the research. Increasing the number of participants might cause the results to show some more definite tendencies yet the fact that out of a relatively large population (67) no definite relationships were found seems to indicate that an

entirely different approach to the researching of language anxiety in Japan must be formulated. This might start with quite different assumptions about the nature of language anxiety in Japan.

When children start school, their "informal" learning methods change as they begin a period of "formal" education. This is particularly evident after elementary school in Japan. As mentioned in the introduction to this paper, a great deal of emphasis in high school is placed upon preparation for the university entrance examination. Japanese students are among the top achievers in the world in most academic subjects and it appears that high anxiety develops among students as a result of their intense studying.

Whether this anxiety is facilitative or debilitative with regards to other scholastic subjects does not concern us here. However the possibility remains that anxiety is an integral aspect of the Japanese high school experience, engendered by high personal and social expectations and compounded by oppressive teacher-student relationships. (Ishii, 1980; Katanoda, 1994)

Therefore, Japanese students may well have a different feeling about anxiety than their Western counterparts do. It is not yet known whether anxiety is facilitative to scholastic achievement in Japan. Further research specifically investigating that possibility is required. However there are good reasons to expect that anxiety is not debilitative, as it has been found to be in North America.

The positive correlation found between identification with the target culture and success in the target language, while not shedding much light on the question of anxiety, certainly backs up conclusions from prior research of Guiora (1972) regarding the notion of "ego permeability" and of Northover's (1988) indications that identification with a particular language comes via the people who speak it.

Implications for Further Research

The results of my research indicate that for this sample group of (fairly typical) Japanese students there is no correlation between anxiety and achievement in oral English performance. It had been hypothesized, from casual observation and anecdotal reporting, that stronger relationships would exist. However, after further, more extensive research to verify these results, a new direction may be pursued to investigate, as suggested above, the factors influencing this difference between Western and Japanese feelings about anxiety toward any sort of scholastic endeavour, including foreign language acquisition.

Questions remain as to why this type of anxiety exists, and whether it exists only in the foreign language classroom. If so, methodology for teaching English in Japan should be examined. However, considering the history of education in Japan and the role of teachers in the community, as well as teacher-student relationships, it may well be found that a similar kind of anxiety accompanies the study of all subjects in Japanese schools. Acknowledged superiority in academic subjects such as mathematics and science (Stevenson & Stigler, 1992) would indicate the effectiveness of Japanese study methods with regard to those subjects.

It would be interesting to perform research on the essential differences in effectiveness of acquisition methods of sciences versus languages. The results of such a study could be utilized to promote positive attitudes toward language study from an early age and lessen the likelihood of anxiety influencing communicative ability in English language classes.

Future research might include a monitoring of the development of EFL speakers in Japan from childhood, preferably the onset of first language acquisition, and maintaining records of the correlations between the speakers' oral proficiency in their second language and anxiety.

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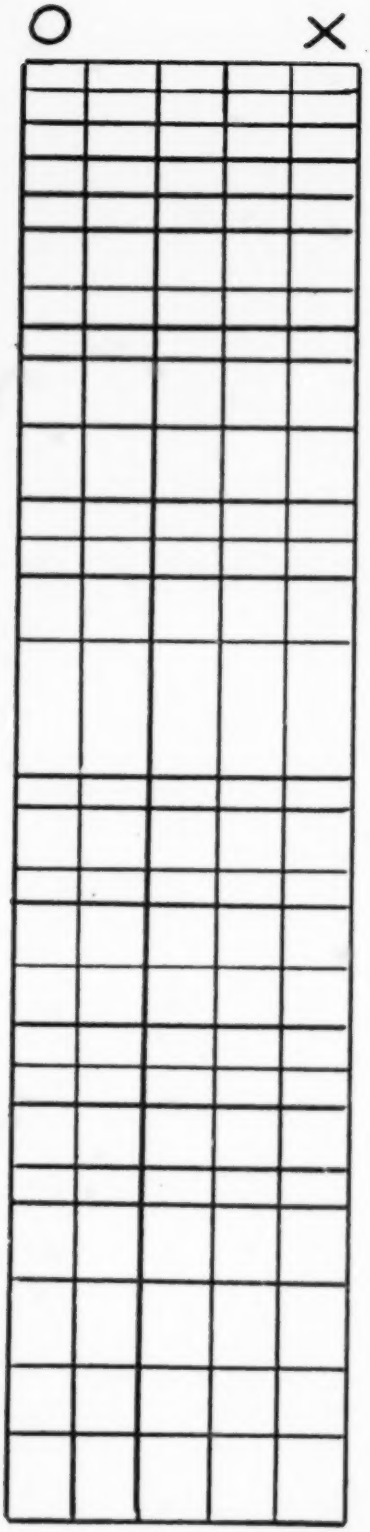
Appendix A, Questionnaire in Japanese (Katanoda, 1994)



アンケート結果

1) あなたは英会話がうまくなりたいですか？
2) あなたは英語で話すのがすきですか？
3) あなたは日本人以外の人と英語で話す時、緊張したりドキドキしたりしますか？
4) あなたは英語で話す時、間違えるのが嫌ですか？
5) あなたは外国の人と話す時、恥ずかしいですか？
6) 英語で話す時、自分がどこかへいってしまうような、自分らしさがそこなわれるような不安を感じますか？
7) あなたは英語でしゃべるのがじょうずな日本人をかっこいいと思いますか？
8) あなたは白人のような身振り手振りで、表情豊かに英語でしゃべる日本人がすきですか？
9) 英会話の授業で、英語で何かを聞かれて、答えられなければ、友達にたいして恥ずかしいですか？
10) 英会話の授業で、英語で何かを聞かれて、答えられなければ、先生にたいして恥ずかしいですか？

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12) これからの社会で英語を話す能力は必要だと思いますか？
13) 日本人のコミュニケーションの方法と西洋人の方法とは、違うと思いますか？
14) 英会話の授業で、友達が答えられなければ、あなたは、その友達を軽蔑したり、嫌いになったりしますか？
15) a－英会話の授業で、自分が答えられなければ、あるいは、間違えば、友達はどう思うだろか、と気になりますか？
b－気になると答えた人は、答えられない、あるいは、間違える自分をみて、友達は自分を軽蔑するのではないかと気になるのですか？
16) たとえ間違っても、必要なときは英語で自分を表現すべきだと思いますか？
17) 英会話あるいは、英語の授業で、英語を間違うのは嫌だから、意見があっても、黙っておこると思いますか？
18) 英語でしゃべっている自分が、嫌いですか？
19) 英会話の授業中、あなたが英語で話していて間違えたら、
a－日本人の先生は怒ると思いますか？
b－外国人の先生は怒ると思いますか？

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22) あなたが英語で話す時、態度まで外人らしくしたいとおもいますか？
23) a－英会話の授業で答えられなければ、先生はどう思うだろうと気になりますか？
b－気になると答えた人は、うまく答えられなければ、先生は、自分を軽蔑するのではないかと気になるのですか？
24) 英語を話しているとき、恥ずかしいですか？
25) 英語を話しているときの自分と、日本語をはなすときの自分は、何か、どこか違うという気がしますか？

11) あなたは自分が外向的だと思いますか？

20) 日本人の先生に英会話を習うのと、英語を母国語とする先生に習うのとでは、どちらが自分の英会話力はあがると思いますか？
21) 日本人の先生に英語で話すのと、英語を母国語とする先生に英語で話すのとでは、どちらが話しやすいですか？

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Appendix B, Questionnaire-- Trans. into English (Katanoda, 1994)

Questionnaire

1) Do you want to be a good speaker of English?

2) Do you like speaking English?

3) Do you feel anxiety or tension in speaking English with non-Japanese people?

4) Are you afraid of making mistakes in speaking English?

5) Do you feel shy in speaking with foreigners?

6) Do you have a feeling as if your identity were lost in speaking English?

7) Do you like Japanese who can speak English very well?

8) Do you like Japanese who speak English with a Westerner-like gesture?

9) Do you feel shy when you cannot answer in English conversation class? If so, do you lose your face before your peers?

10) Do you feel shy when you cannot answer in English conversation class? If so, do you lose your face before your teacher?

11) Do you think you are extroverted?

12) Do you think the ability of speaking English is indispensable in today's Japanese society?

13) Do you think there is a difference between a Japanese way of communication and a Westerners' way of communication?

14) Do you come to dislike or despise your peers if they cannot answer in English conversation class?

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(Continued)

15) a- Do you mind making mistakes in English conversation class?

b- If so, do you mind making mistakes for the fear that your peers might come to dislike or despise you?

16) Do you think you have to express yourself in English when necessary?

17) Do you want to remain silent in English conversation class even though you have something to say because you dislike making mistakes?

18) Do you dislike yourself speaking English?

19) If you make mistakes in speaking English in class,

a- do you think a Japanese teacher of English gets mad at you?

b- do you think a native English teacher gets mad at you?

20) Which do you think is better to improve your English conversation skill, a Japanese teacher of English or a native English teacher?

21) Which do you think you feel less anxiety in speaking English with a Japanese teacher of English or a native English teacher?

22) Do you think you have to behave like Westerners in speaking English?

23) a- Do you mind what impression your teacher will have about you when you cannot give any response in English during the class?

b- If you say yes to 24-a, is that because you are afraid that your teacher may despise you?

24) Do you feel anxiety in speaking English?

25) Do you have a feeling that you are different in speaking English from you in speaking Japanese?

Appendix C, Oral Proficiency Test (Smith, 1995)

ORAL COMMUNICATION A

Interview Evaluation Sheet

Name _____

Class (1 - -) Date _____ 1994

Assessment:

Comprehension of questions	5	
English - quality (sentence length, structure, vocabulary and pronunciation)	5	
English - quantity (amount spoken or communicated)	5	
Interaction/Social competence	5	

Comments/Notes:

Overall score (out of 20) :	

ORAL COMMUNICATION A

Speech - Evaluation Sheet

Name _____ Class (1 - -)

Topic _____ Date ___ Oct 1994

Assessment:

English content (quality of grammar and vocabulary, interesting content?)	5	
Delivery (loudness, direction, body language)	5	
Pronunciation/Intonation	5	
Length of time 1 2 3 4 5 <15 secs <30secs <45secs <60secs >60 secs	5	

Comments/Notes:

Overall score (out of 20):

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ORAL COMMUNICATION A

Skit - Evaluation Sheet

Names _____ ( ) _____ ( )

Class (1 -) Date _____ 1994

Assessment:

English content	5	
Performance (loudness, direction, acting or reading?)	5	
Pronunciation	5	
Length	5	

Comments/Notes:

Overall score (out of 20):	

OCA Interview Test - Task-based

Name _____ Class (1 - -)

PART I Warm up, explain procedure in Japanese.

T: Hello. Please come in and sit down. Answer:

T: How are you feeling today? Answer:

T: Good./I'm sorry to hear that. Now let's do the test.

PART II Teacher suggests something to the student.

(Give the student a copy of the diary).

T: Now we'll do Part II. Look at the diary. I am going to make a plan with you. ***(Pause)*** How about going shopping?

T: Are you free on Saturday 10th?

T: How about Saturday 17th?

T: Great. Shall we go shopping in Hondori?

T: Let's meet at 3 o'clock.

T: That's fine. I'm looking forward to it.

PART III The student must suggest something to the teacher.

T: Now let's do Part III of the test. It is your turn to suggest something to me and I'll write it down. Look at your diary. You should suggest what to do, the day or date, the place and the time to meet.
(Use this space to make notes about the plan the student made with you and the student's ability to suggest a plan to you. Remember you should only be saying yes/no, I'm free, That's a good idea etc. Don't suggest anything yourself except as a last resort.)

What to do:	5 3 1 0
Day/Date:	5 3 1 0
Place to go:	5 3 1 0
Time to meet:	5 3 1 0

PART IV EVALUATION

Interaction		TOTAL (out of 5)	Listening Comp.(5)	Suggesting (out of 20)	TOTAL (30)
Eye contact: Good O.K. Poor 3 2 1	Social English: 2 1 0				

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OCA Interview Test - Task-based

MY DIARY DECEMBER 1994

Mon 5th		Mon 12th	*Exams*
Tues 6th	*5pm Cram school*	Tues 13th	*Exams*
Weds 7th		Weds 14th	*Exams*
Thurs 8th		Thurs 15th	*Exams end!*
Fri 9th	*Exams start*	Fri 16th	*Karaoke with my friends*
Sat 10th	*Study all day*	Sat 17th	
Sun 11th	*Study all day*	Sun 18th	

Part II
Write down what the teacher suggested to you (the first plan)

What to do:	Place to go:
Day/Date:	Time to meet:

Name _____ Class (1 - -)

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OCA Interview Test - Task-based

1. GUESSING

Listen to the teacher. Turn the question into a guess. (Do not answer the question).

A. How old is your brother?
B. How much was that watch?
C. Who is her favorite tennis player?

2. OFFERING

Listen to the teacher. You must offer something to somebody.

A. Offer a cookie to your friend.
B. You are a waiter. Offer a drink to someone.
C. Offer to help an old person.

3. INTENTION

Listen to the teacher. You must say your resolution or plan about something.

A. --- sports.
B. --- an exam.
C. --- your life.

4. REGARDS

Listen to the teacher. You must send a message to someone you haven't seen for a long time.

A. Your friend's sister.
B. Your friend's parents.
C. An old classmate.

5. KEN IS INVITED TO A PARTY

Listen to the teacher. You must invite the teacher to a party.

A. Invite me to a birthday party.
B. Invite me to a karaoke party.
C. Invite me to a Christmas party.

OCA Interview Test - Task-based

Suggesting

You are a high school student. It is during term time. You are trying to make a plan with your friend (the teacher). Have a conversation with your friend (the teacher) about making a plan.

There are three parts to the interview.

Part I — The teacher will ask you a few easy questions for a "Warm-up" and will explain about the test.

Part II — The teacher will suggest a plan to you. Look at the copy of your diary (on the paper) to see if you are free or busy. When you have made a plan, write it at the bottom of your diary.

Part III — Now it is your turn to suggest a plan to your friend (the teacher). Look at the copy of your diary. Suggest doing something at a time when you are free. Make sure you suggest: what to do, the day and date to do it, the place to do it and the time to meet. The teacher will write down the plan.

The test is over. Well done!

OCA Interview Test - Conversation style

Standard Questions **Class (1 - -)**

T: Good morning/afternoon, _____. ***(Write name)***
x1 x2 x3

T: How are you?
x1 x2 x3

T: Please give me your paper. ***(Teacher checks the paper)***
x1 x2 x3

T: What's the date today?
x1 x2 x3

T: May I ask you some questions?
x1 x2 x3

T: First of all, where do you live? ***(Do you live in Fuchu?)***
x1 x2 x3

T: Tell me about your family. How many people are there in your family?
x1 x2 x3

T: Who are they?
x1 x2 x3

T: How old is/are..... What's your.....name? (Do you have any pets? What's your pet's name? What's your favourite sport?)
x1 x2 x3

T: Thank you. Now, please introduce your friend to me.
x1 x2 x3

T: What is his/her hobby?
x1 x2 x3

T: Oh, really? That's great. Well, thank you very much. That's all.
x1

Comprehension	Eng. Quality	Eng. Quantity	Inter/Social	TOTAL

Eye contact:		
Good	O.K.	Poor
3	2	1

Social English:		
2	1	0